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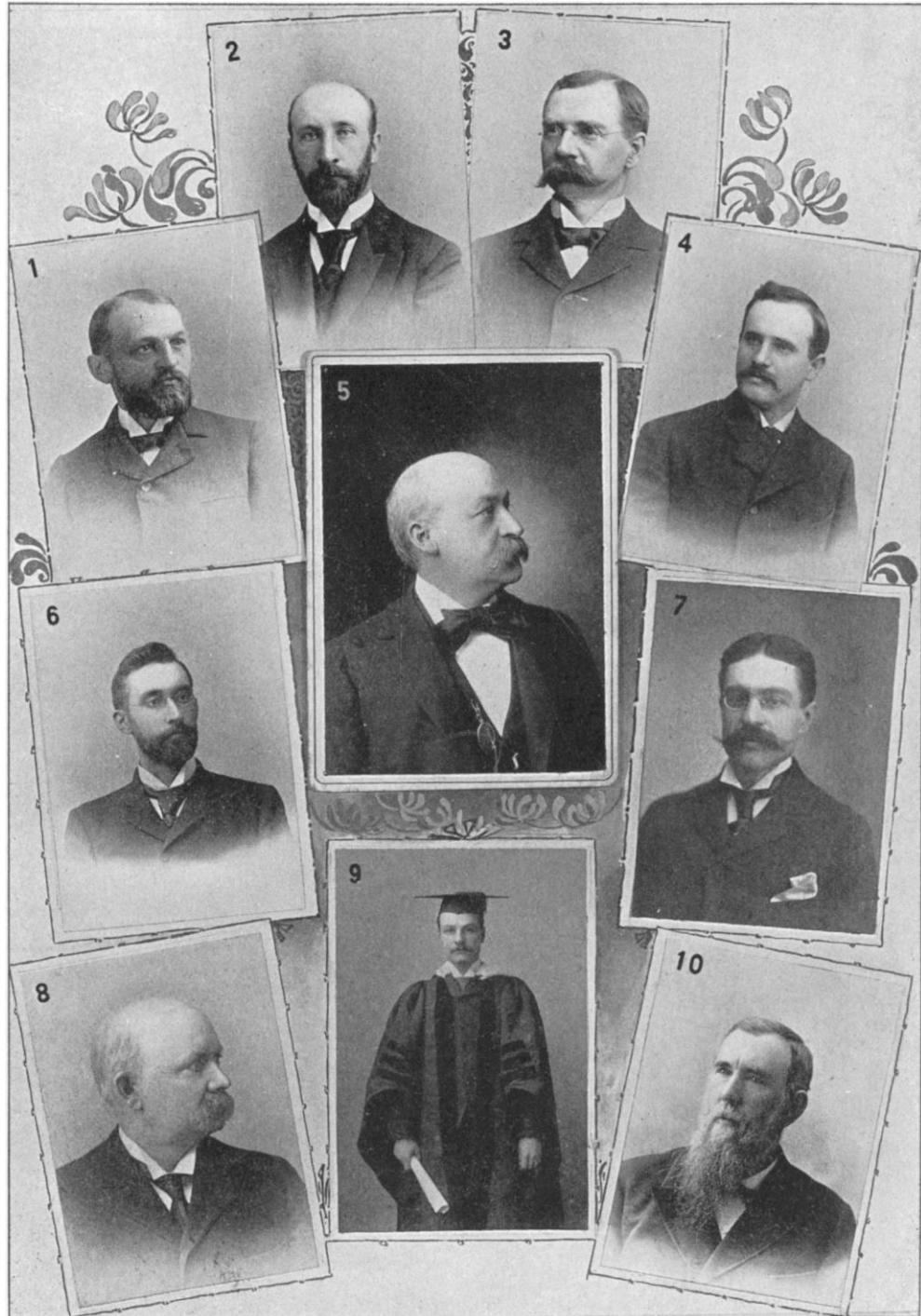
THE COMMITTEE ON COLLEGE ENTRANCE REQUIREMENTS¹

REPORT OF THE CHAIRMAN

THE Chairman of the Committee of Ten appointed at Denver, July, 1895, and continued at Buffalo, 1896, respectfully submits herewith to the country his second annual report.

When the first step was taken in Denver, two years ago, to inaugurate this movement, which educational leaders in college and school, East and West, North and South, have approved and accelerated, there were very vague notions as to what could be done. That the situation was alarming no one disputed; that the relations between the secondary schools and the colleges, and between the secondary schools and the people, their patrons and paymasters, were incongruous, inconsistent, anti-psychic, and withal absurd, few denied; that the magnificent report of the former Committee of Ten was slowly acting like a leaven many believed; that its suggestions and conclusions, however, needed further study, that its investigations, well begun, should be continued and cover a larger field, that the secondary schools in all sections should be consulted as to what they could do well

¹ The work of this committee has been very far reaching. It has seemed proper to include in this report not only the report of the chairman and of Dr. Russell, but also the preliminary reports of several committees that have been appointed to coöperate with the National Committee (see p. 367), so far as such committees have reported, and also a brief report of the English Conference held in New York. This report aims to present as complete a statement as possible of the movement which the National Committee represents and in a certain sense, embodies.



THE COMMITTEE ON COLLEGE ENTRANCE REQUIREMENTS.

1. PAUL H. HANUS. 2. WM. CAREY JONES. 3. WM. H. SMILEY. 4. CHAS. H. THURBER.
5. A. F. NIGHTINGALE. 6. JAMES E. RUSSELL. 7. J. REMSEN BISHOP. 8. J. T.
BUCHANAN. 9. NICHOLAS MURRAY BUTLER. 10. B. A. HINSDALE.

in four years, and the colleges as to what they would insist on demanding, all agreed. By joint action of the departments of higher education and of secondary education, the following were selected to study this question of college-entrance requirements in all its phases, and at a proper time to present its conclusions:

Representing higher education: Dr. Nicholas Murray Butler, Columbia University; Dr. B. A. Hinsdale, University of Michigan; Dr. James E. Russell, University of Colorado; Dr. Paul H. Hanus, Harvard University; Dr. W. C. Jones, University of California. Representing secondary education: Charles H. Thurber, Morgan Park Academy; John T. Buchanan, Boys-Classical High School, New York City; J. R. Bishop, Walnut Hills High School, Cincinnati; William H. Smiley, Denver High School; A. F. Nightingale, superintendent of high schools, Chicago.

A preliminary report, published through the courtesy of the *SCHOOL REVIEW*, was made at Buffalo; the chairman was absent in Europe, but he was gratified to learn of the enthusiasm which prevailed, of the progress made, of the interest taken in the joint meeting of the secondary and higher departments, and of the unanimous conviction that a great good work, important as great, and necessary as good, lay before the committee. Their report was accepted as one of progress and the committee continued.

The following tentative programme was suggested as the work of the committee for the year 1896-7:

(1) The committee should invite the active coöperation of associations already organized for the study of such problems; it should appoint representative subcommittees of specialists interested in the various subjects; it should ascertain the views of individual institutions—secondary schools, colleges and universities—all with a view to the ultimate determination of what should constitute a normal requirement in each of the subjects set for admission to college.

(2) To this end it is recommended that the requirements be considered in the following groups: English, classical languages, modern languages, history, mathematics, and science.

(3) Within the several groups special attention should be given to what should constitute a year's work in each subject (*e. g.*, first-year French, second-year French, physics, chemistry, etc.), or, as may be preferable in some groups, what should constitute the "elementary" and what the "advanced" requirements, and, in general, the constitution of entire courses of study in the separate subjects.

(4) It is recommended that a schedule of options or equivalents within the various groups, or between separate groups, be prepared.

(5) The committee should make special effort to secure a more satisfactory method of admission to college. The views of the associations, subcommittees and institutions (above referred to) should be sought as to the best pedagogical means of testing the work done in preparation for college.

(6) All partial reports should be submitted to the committee as early as possible that a tentative report may be prepared for discussion at the next annual meeting of the National Educational Association.

(7) The departments of higher and of secondary education, and of science, should be requested to make this subject a special order in their programmes for the meeting in 1897.

(8) It is evident the work outlined cannot be done without the expenditure of a considerable sum of money. This committee should urge upon the departments of higher education, of secondary education, and of science the necessity of petitioning the board of directors of the National Educational Association for an appropriation to be made at as early a day as possible, sufficient to complete the work.

The Committee, sensible of their responsibilities, and sensitive that no means were provided for their proper discharge, have labored, with a zeal fed by their intense interest in the problem, to make a commendable advancement along all lines. Every educational association in the country dealing in any respect with secondary school and college work, has given this question a prominent place upon its programme. Educational papers and magazines have abounded with articles on the subject. The secular press has not been remiss in its instruction to the public, and never in the centuries of our educational history has there been a tithe of the interest awakened that now exists in bringing about that harmony which ought to and eventually must prevail between elementary, secondary and higher education in this republic of free schools, of free opinions and of universal suffrage.

Early in the fall, communication was held with the different associations, asking for their coöperation and counsel. In every instance a most generous response was received.

The American Philological Association appointed a committee of twelve to study the whole subject of the relations of Latin and Greek for secondary schools.

A meeting of this committee was held in New York in April and a tentative programme arranged, not as a finality, but for general discussion. A subcommittee was appointed to draft a six years' course in Latin. They met in Chicago in May. These reports appear elsewhere in the *REVIEW*, and invite discussion. Let every teacher of Latin freely express his opinion. Too many ideas cannot be received, too much argument cannot be provoked.

The Modern Language Association of America have also arranged to present their views. The Association met in two sections during the holidays. Mr. C. H. Thurber attended the Eastern Section at Cleveland. The chairman was present at the Western Section at St. Louis. Interest was awakened, money voted, a committee appointed. Twelve professors, all but one from the colleges, have this subject in hand. Professor Calvin Thomas of Columbia University is chairman, and in due time we shall receive from them their conclusions concerning model courses in German and French for the secondary schools. It is to be regretted that there is not a larger ratio of secondary men on this committee, as what these schools can do is a consideration as important as what the colleges want. The modern languages will claim and will secure just as large a place in the schools as the ancient; which will be studied the most and to the best advantage will be a matter of environment so far as the schools are concerned, and a matter of choice or necessity so far as the pupils are concerned. Some schools will offer Latin and Greek and not French and German, and others will offer Latin and one modern language, still others will provide for all four. Pupils may be well educated with all, a part, or none of them, and the colleges must offer facilities for still further progress.

The American Historical Association, meeting during the holidays, appointed, at the request of this Committee, seven of their number, with Professor A. C. McLaughlin, of the chair of American History of the University of Michigan as chairman, to investigate the entire subject of historical study in secondary schools.

They held a meeting in April at Cambridge, Mass., and, although their report at this time is very brief and preliminary, they propose, through convocations, circulars, and correspondence, to examine the subject at every point of view, and to present to us an exhaustive report of the subjects, order, and methods of study, in this important department of school work. History has not received the attention it merits in our elementary and secondary schools, and we believe the curriculum of the better schools in the near future will offer history during each of the four years of the course, commencing with ancient history and ending with American history, and who shall say that its disciplinary and practical value in the manhood and womanhood of life will not be equal to that secured from four years of the study of Latin or German or mathematics? General history, so-called, a hodgepodge of facts and dates and stubble, must go, and in its place will be found the history of a nation as of Greece and Rome, of England, of France and Germany, or of the United States, one or all, in different texts, well graded, fully illustrated, readable, attractive, profitable, telling the story of the philosophy of history, and inculcating a taste for deeper research and more thorough investigation.

The Natural Science department of the National Educational Association, with Dr. C. S. Palmer of the University of Colorado as president, has not been idle. A committee of five from each of the six great associations of the country, including the American Association for the Advancement of Science, has been appointed and will hold its first meeting at Milwaukee on July 8. From each association there is a representative of physiography, botany, zoölogy, physics, and chemistry,—so that there will be five members for each subject. The scope of

their prospective labors may be well seen in the following suggestions for discussion by each Committee of Five :

1. Preferred year of preparatory course.
2. Preliminary to what studies. Subsequent to what studies. General relation to other studies.
3. Outlines of work for one year, or two year's, or three year's course.
4. Outlines for one year's work *varied to suit the particular year of the course*.
5. Scope and method of work such that it may count as one or two or three years in college entrance requirements.
6. Should the courses in Natural Science be the same for *all* students, whether they are prospective candidates for college or not.
7. Text books. Reference books.
8. Note books, how used and how accepted.
9. Laboratory work, preliminary to, parallel with, or subsequent to lectures and recitations.
10. Recommendations for *standard minimum courses* in quantity and quality of work,
11. Any other important and associated problems such as those suggested by the well known report of the Committee of Ten.

The result of their investigations embodied in an elaborate report to the National Committee can but be exceedingly helpful in reaching just and acceptable conclusions.

The perplexing subject of English has not been neglected. The whole country has been circularized to obtain information concerning the workings of the present system, its merits and its defects, its strength and its weaknesses, its attractiveness and its repulsiveness. A committee of fifteen, delegates from the five associations of colleges and secondary schools, including the Commission of New England Colleges on Requirements, met at New York University on May 31 and June 1, with Professor F. H. Stoddard as chairman, to fix the requirements for 1900-1901, and to consider the whole question of a better correlation of English in the school courses. The results of their deliberations are briefly given in another place.

After three animated sessions, with the prevalence of wide differences of opinion, they adjourned to meet in Philadelphia in December.

The writer was very cordially invited to be present and to express his views, but professional duties prevented his attendance, and he sent the following letter, which is inserted here for the purpose of provoking discussion on this most important theme.

PROFESSOR F. H. STODDARD,
New York University.

My dear Professor:—I appreciate your courtesy in requesting me to express my opinion frankly on the existing system of Entrance Requirements in English, and to present such suggestions as may occur to me. I hesitate to comply, as I would not sound a single note of discord, and I realize how unpopular is one who presents views at variance with existing plans. A practical experience, however, of twenty-five years with secondary pupils convinces me that the ideal scheme has not yet been prepared.

College Professors have inveighed without limit against the preparation of pupils in English, until high schools are giving to rhetoric, classics and literature, nearly as much time as to Latin, and if this is to continue, more credit must be given to English.

According to the present plan there are but twenty-one different books given for four years' work, and really but *six* for each pupil's preparation for college, and ten different books for "Study and Practice," four for each year. I would change all this and prepare a list of one hundred books or more for reading, to last five or ten years. I would require every candidate for college to read at least twenty of these books to be selected according to his needs, tastes and attainments, and to write reviews on at least six.

I would also prepare a list of fifty or sixty classics twelve of which must be read in class, under the head of "Study and Practice." When a student offers himself for admission to college, if the college insists on an examination, he shall be allowed to present a list of the books *read* and the classics *studied*, and his examination shall be upon these. He shall also be allowed to present his "views and notes" properly certified, as a partial or complete test of the work done. He shall be expected previous to, or in connection with his "reading at home" and his "study at school" to have used a rhetoric as a handbook, and be prepared to show his ability to write English which shall not be "notably deficient in spelling, punctuation, idiom or paragraphs." This will give a much needed elasticity to his preparation, an opportunity for schools to select from a large number of good books and of recognized classics such as may be especially adapted to their conditions, and be much more in accordance with the prevailing and preferred plan now in operation in many of the best high schools.

Suppose the pupil entered on a four-year course last autumn in preparation

for college. He expects to enter in 1900. He looks at the English requirements for that year. He finds eight books given for "reading"—and four for "study and practice." He ought to read three or four times as many books as these and each one ought to be as good as any of these eight, and all of them better than De Quincy's "Flight of a Tartar Tribe."

He ought to have for "Study and Practice" in class recitation three times as many as the four designated, and each ought to be as rich, as attractive, as profitable, as any one of these four.

Why designate a particular set for 1897, another for 1898, and so on? Why not present a list good until 1905, for "Reading" and for "Study and Practice" out of which selections may be made according to the judgment of the school? Someone will say this will embarrass the colleges, and make the preparation of examination questions difficult and confusing. Fie on the examinations! Let a pupil prove what he has read and studied and how he has done the work and if he shows commendable power, what difference does it make whether he has read one set of 20 books or another, if all are in the list?

If there should be a proper ratio of prose and poetry, of novel or biography, of ancient and modern, or essay and travel, let that rule be laid down, and the list so arranged that several of each may be found.

The same can be said of the books for "study and practice." The present plan is too narrow—too limited, too restrictive. Give the schools some choice, the system some elasticity. Let the whole work to be done in English be presented as in Latin or history, so the schools may know how much is expected of them. Let the committee prepare the lists and the schools can grade them to make them applicable to each year of the four years' course.

Pardon me if I have expressed myself too freely. I am intensely interested in this subject. I believe the inculcation of a taste for good reading, and the development of the ability to know how to read, how to review, and how to talk is the most important part of the secondary school work, and I hope your conference will eschew all purposes to simply please publishers, will dwarf all non-essentials, will sink self, and labor for the single end of promoting the highest interests of the child. If it pleases you, I shall be glad to have you present these thoughts to the conference as my unofficial, unsolicited contribution, and may a divine understanding of the science of soul lead you to adopt a plan which will commend itself to the country.

Permit me to ask you to send results as early as possible to me, as Chairman of the National Committee on College Entrance Requirements.

Yours truly,

A. F. NIGHTINGALE

That this letter failed in its mission of truth is not surprising; that the general plan here proposed will eventually be adopted cannot be doubted.

The special and specious argument against it in the conference was, that it would be a serious embarrassment to those colleges who prepare the examination questions in advance for students who propose to enter them.

Alas! alas! How long, O Lord, how long, will the progress of education be stayed by this effete method of testing a boy's fitness to continue his studies in October that he put aside in June.

The colleges prate about power, power secured in preparatory work for deeper study, and then place five or ten technical questions before these pupils to be hurriedly answered, in some stifling room on a hot day in June, amid adverse environments, and call it a proper gauge for testing intellectual attainments. The method of teaching in the so-called best private preparatory schools, whose pupils pass these *power testing* examinations without a condition, is by the confession and protest of instructors, a mere pouring in, cramming, stuffing process, and gives about the same assurance of intellectual grasp as the parrot does who swears in Dutch on a rainy morning because he has heard his master use the same inspirational language on a similar occasion.

Why *must* a boy read *The Plague in London*, *The Flight of a Tartar Tribe*, and Macaulay's out-of-date *Essay on Milton*, and be refused credit because, forsooth, he had read *Bryce's Commonwealth*, Thackeray's *Vanity Fair*, and Carlyle's *Heroes and Hero Worship* instead?

A young man took the examination for Yale University. The quality of his Latin was not criticised, in quantity he had read more than the requirements called for, but he was conditioned on a certain book of Cæsar which some good instructor had spared him from reading. How long before the science of pedagogy will reveal to college instructors that written answers to technical questions do not test the strength and growth of a pupil's intellectual abilities!

O, the farce and the folly of shaping requirements for admission to college, for the purpose of facilitating the making of examination questions!

I have been digressing somewhat from the true tenor of a report. I desire to call attention to all the papers in the *SCHOOL REVIEW* for this month as a portion of the committee's report.

Here you will note in brief an outline of the work accomplished, and perceive the vast machinery that has been set in motion, the product of which, after its examination and correlation by the Committee, can but commend itself to the enlightened reason and conscience of the better class of educators in both the secondary schools and those of higher education. It must be obvious to all that it would be a calamity should this work, now so auspiciously begun, be allowed to languish and fail of its fullest fruition for lack of proper support. Such an interest as now exists cannot be conjured up at will. The work of the next year will be largely determined by the conditions that have already been created. The next year will be one of great interest and much labor, and yet but little more can be done without financial aid. Some of the more active members of the committee have been to no little personal expense in travel and correspondence the past two years. We cannot be asked to continue in this way. We make no demand or request for a reimbursement for expenses already incurred, but we do ask and most earnestly plead for a liberal appropriation from the National Educational Association, that we may carry on this work of such vast national importance, affecting every secondary school and every college and the whole scheme of education, to a logical conclusion. We here express our appreciation of the courtesy of the *SCHOOL REVIEW* for publishing this second report without expense to the organization.

There must be the closest affiliation between the secondary schools and the colleges. This can be brought about only by the adoption of a plan that shall be consistent with what the secondary schools can do, and what the colleges must have. It is not, however, a question of compromise or of expediency; it is rather one of psychology, or, to use a rational term, of com-

mon sense and justice. All omens point to a successful issue. One after another the old idols are broken. The giants that stood in the path and said to every student "Let him who enters here" leave all behind but Latin, Greek, and mathematics, are growing limp and lifeless. Requirements for admission are being leveled up, wide options are to be allowed, the element of value in preparation is to be a time element, Harvard, Cornell, Vassar, University of Michigan, University of Chicago, and Leland Stanford, Jr., are unfurling their banners of freedom. There is already a path blazed through the thicket and jungle of conservatism and tradition, and before the twentieth century dawns in its glory there will be a broad highway through which a pupil may walk unfettered, amid attractive associations, from the kindergarten to a degree at the end of the post graduate course of the university, and still will the people of the future be able to say "There were giants in those days."

A. F. NIGHTINGALE